

# Kentucky Teacher

## CATS assessment will begin April 19, 1999

By Faun S. Fishback  
Kentucky Department of Education

The wheels are in motion to develop the first component of Kentucky's new integrated testing and accountability program called the Commonwealth Accountability Testing System (CATS). In June, the Kentucky Board of Education approved a Request for Proposals to testing companies interested in bidding on the contract to help Kentucky build a better set of tests.

According to the timeline established for CATS, the developer of the new set of tests will be selected in September. By the end of October, many decisions about how accountability is determined will be made by the state board. Schools can plan to administer the new tests beginning April 19, 1999.

The CATS test will differ from its predecessor, the KIRIS testing system, in these important ways:

- Scores will be used for student accountability if they are reliable for that purpose as well as for school accountability. Local districts are recommending ways to increase student accountability for CATS.

- Teachers will be extensively involved in designing and perhaps scoring the test. Before any contract is awarded, teachers will analyze the match between "Kentucky's Core Content for Assessment" and any proposed test items. Ken-

tucky teachers will assist in developing and approving test items, and may have opportunities to be scorers of open-response items as well as portfolio entries.

- Results of a nationally normed test might be used in accountability. This fall, the state board will determine the proper role of a norm-referenced test.

- The test format will reduce testing times for schools and students. Vendors are required to propose content-area tests that can be completed by 80 percent to 90 percent of the students in 2.5 hours or less.

- A way to measure the progress of individual students over time will be solicited from vendors. The method must match "Kentucky's Core Content for Assessment" and be fair to teachers, schools and students.

- Test results will be reported to schools and districts in a more

timely fashion. House Bill 53, which legislates the changes in Kentucky's testing system, requires that assessment results be distributed to schools no later than Sept. 15 of the school year following testing.

Throughout the summer, the School Curriculum, Assessment and Accountability Council has been meeting to make recommendations on CATS and a new highly skilled educator program. Likewise, members of the National Technical Advisory Panel, most of whom have evaluated Kentucky's previous testing system, have come together in Kentucky and during conference calls to discuss the technical aspects of assessment and accountability. Both the council and panel have reported regularly to the state board and the legislative Education Assessment and Accountability Review Subcommittee. The Office of Education Accountability is also advising the board and

Continued on Page 14

### Closure for KIRIS

### '98 spring testing results due this fall

KIRIS tests may be a thing of the past, but the law that disposed of that set of tests also made provisions for closure of the 7-year-old testing system.

Late this fall, schools will receive the results from testing done last spring, and \$27 million in rewards will be distributed to the certified staff in improving schools. The rewards will be distributed in the following ways:

- Rewards shall be given to the full-time, part-time and itinerant certified staff assigned to the school on the last working day of the accountability cycle unless a majority of the certified staff vote otherwise.

- Staff in schools exceeding their baselines will receive an award amount.

- Staff in schools exceeding their goals will receive twice the award amount.

Schools that have been designated "in crisis" based on data obtained in Accountability Cycle 2 or 3 will be reclassified as "in decline."

Three million dollars will be available from the Commonwealth School Improvement Fund to be distributed to schools classified in this last reporting cycle as "in decline." Schools that fail to reach their improvement goals will be required to develop school improvement plans. These schools will be eligible for school improvement funds.

Schools classified "in decline" can request education assistance from the Kentucky Department of Education. Parents of students attending schools that would have been classified "in crisis" will be able to request transfer to a successful school.



Susan Guyer, one of two teacher representatives on the School Curriculum, Assessment and Accountability Council, prepares to comment during a recent council meeting. Guyer teaches at Tamarack Elementary in Daviess County.

Photo by Rick McComb



# Commissioner's Comments

## New year brings renewed resolve to serve and learn from teachers

By Wilmer S. Cody  
Commissioner of Education

Another school year begins, full of promise and high expectations. The Department of Education starts the year with a renewed commitment to improve services to teachers and do a better job of including teachers in decision making.

Here are just some of the steps the department is taking:

### 1. Making teachers partners in CATS

The department is vigorously seeking teachers' ideas and opinions during development of the new Commonwealth Accountability Testing System.

- Teacher representatives are advising the Kentucky Board of Education throughout the CATS development process.

- The department gathered opinions from teachers and others throughout the summer. Those opinions are guiding the state board and its four

advisory groups as they collaborate to make the best possible decisions for Kentucky students and schools.

- Elsewhere on this page, the department invites all teachers to respond to questions now "on the table." All responses will be considered in the CATS decision-making process.

### 2. Reorganizing with teachers in mind

The department is reorganizing in ways that will make instructional support and information more accessible to teachers.

- Regional service center staffs in Murray, Bowling Green, Covington, Lexington, Corbin, Morehead, Prestonsburg and Louisville will include consultants in the core academic content areas. These consultants will be experienced educators trained to help teachers improve instruction.

- The department has established a new Division of Community Relations devoted solely to informing teachers and others about the new

state assessment and accountability system, and to soliciting feedback, information and recommendations from all interested parties.

### 3. Soliciting and responding to opinions

Every issue of *Kentucky Teacher* this year will encourage teachers to respond to a specific topic — or any topic of interest or concern. The department will respond to teachers' comments by taking prompt action or weighing them in decision-making processes. Every issue of *Kentucky Teacher* will include information on how teachers can reach us.

### 4. Improving this publication

Starting with this issue, *Kentucky Teacher*, the department's only continuing, direct communication to teachers, will shift from a theme approach (many pages devoted to a single topic) to an integrated approach. In the same way teachers are integrating instruction, each issue will present multiple aspects of teach-

ing and learning.

The department is also in the early stages of establishing a teacher advisory council to talk with the *Kentucky Teacher* staff regularly and candidly. The staff will develop articles that respond to those concerns. In this way, the department strives to make *Kentucky Teacher* a stronger professional development tool teachers can depend on for information and support.

These are starting points in our efforts to increase service and responsiveness to teachers. Just as the success of public education depends in large part on teachers, so does the success of this effort. The department can respond to teachers' concerns and suggestions only if we know what they are.

Teachers, please tell us what you think.

How can you contact us? See Page 6.

## Kentucky Teacher FORUM

### Open discussion about public education

Each month, *Kentucky Teacher* will present a topic and invite teachers' responses. In future issues, we will publish as many representative responses as space will allow.

#### This month's topic: Assessment

The Kentucky Board of Education is collaborating with other groups to build an improved testing and accountability system known as the Commonwealth Accountability Testing System, or CATS. Listed here are topics on the board's October agenda. We invite teachers to comment on any or all of these topics. Responses must be re-

ceived by Oct. 1 to have an impact on the board's decisions. All responses will be considered for publication in a future issue of *Kentucky Teacher*.

#### 1. Student Accountability

a. In what ways can Kentucky hold students accountable for their performance on state tests?

b. Would you like to see CATS results placed on students' transcripts? Why or why not?

#### 2. School Accountability

a. How should schools be held accountable in the new system?

b. House Bill 53 calls for financial rewards in 2000 and beyond to be given

to schools for school purposes. Other than money, what rewards or recognition would motivate teachers? What would be palatable to teachers as assistance or incentive to do better? What would be appropriate consequences for declining scores?

#### 3. Audits

House Bill 53 calls for a scholastic audit/data review of any school with declining scores.

a. What do you want scholastic audits to look like?

b. What kind of representation do you want on teams that conduct audits?

#### 4. Reporting to the Community

What would you like to see on each school's Annual Report Card (report to the community) in addition to the

information required by law?

To respond to any or all of these questions . . .

- e-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)
- mail to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601

- fax to *Kentucky Teacher* at (502) 564-6470

Include your name, school, grade level, home or school mailing address, phone number and best time to call. *Kentucky Teacher* will verify all comments before publication.

**Your Opinions Count!**

## Revised program of studies

# New tools guide teaching and learning for Kentucky's class of 2002 and beyond

By Sharon Crouch Farmer  
and Faun S. Fishback  
Kentucky Department of Education

Kentucky educators have two new tools to help them understand and meet high school graduation requirements that first apply to students in the Class of 2002.

A revised program of studies and its companion implementation manual are closely aligned and compatible with two other documents: "Core Content for Assessment" and "Transformations: Kentucky's Curriculum Framework." Both new documents are designed to help educators at all three education levels: elementary, middle and high school.

The revised "Program of Studies for Kentucky Schools Grades Primary-12" delivers both specificity and flexibility. This document describes the content of required high school credits but does not address the strategy or method schools and teachers must use to prepare students to meet those requirements. It explains in detail what is to be taught in the elementary and middle school programs leading up to those requirements, but it does not dictate how to teach it. It reflects Kentucky's education goals and academic expectations while leaving local educators free to develop individual plans for achieving them.

"The Implementation Manual," a companion document for teachers, school councils and local administrators, goes one step further by offering guidance from Kentucky teachers on organizing course content.

Both documents recognize that success in high school, as measured by completion of the high school graduation requirements, is contingent on the academic building blocks at the elementary and middle school levels. Both documents, therefore, pro-

vide guidance for educators at all levels.

### Primary

The content charts for primary are organized by six developmental levels.

"The primary portion does

not address a graded program," said Marilyn Peterson, director of the Department of Education's Division of Primary Education. "Teachers must consider a child's growth and academic development over a four-year period to teach the content and de-

velop appropriate instructional strategies."

Required skills and content are introduced at each of six developmental levels. However, some skills may cross multiple levels. Methods of teaching are not mandated.

Peterson emphasized that primary teachers are not being asked to stop what they are doing and do something new.

"The program of studies simply provides a road map to the content and skills that primary children need before entering 4th grade," she said.

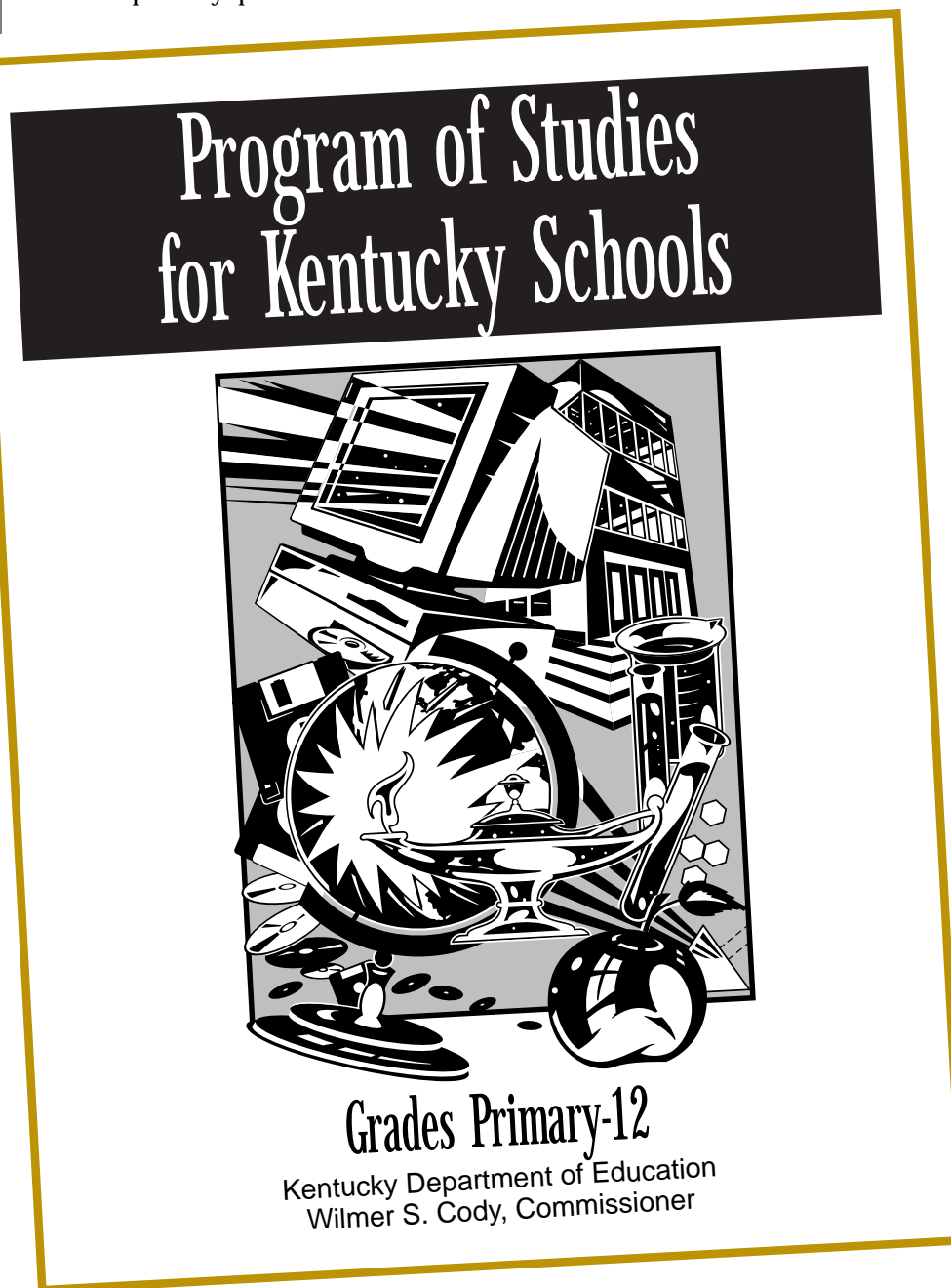
### Intermediate

Beginning with grades 4 and 5, content charts in the program of studies are arranged sequentially by grade rather than by development levels. The 4th-grade content is a bridge from primary; the 5th-grade program prepares students for the middle level.

### Middle level

Middle-level program content for grades 6 through 8 prepares students for high school. It outlines what students are to be taught in the seven content areas (arts and humanities, English/language arts, health, mathematics, physical education, science and social studies) leading to Kentucky's high school graduation requirements. In addition, it provides information in a way that will help middle-level teachers plan with more depth. Not only can departments align content from grade to grade, but teams can make interdisciplinary plans based on the content matrices.

Each student's Individual Graduation Plan, or IGP, will initially be developed in the 8th grade, giving students opportunities to participate in planning their own high school years. Each IGP is reviewed annually in high school, and appropriate



Continued on Page 4



# Revised program of studies

Continued from Page 3

revisions are made. Connections to the vocational studies core content can aid students in the development and revision of their IGPs.

## High school

Seven of the required high school credits — one credit each in English I, II, III and IV, geometry and Algebra I, plus half-credits in physical education and health — are listed by titles with content aligned to the state's academic expectations. A mathematics elective is required, but content is not specified in the program of studies.

For the remaining requirements — science, social studies, and history and appreciation of the visual and performing arts — content is provided by program area, but no specific course titles are given. For example, the revised program of studies specifies the content that must be addressed in the areas of the physical, life and earth/space sciences, but it does not suggest formal course names or models.

"For example, one district may determine that the best way to cover the science material is with an integrated science class," said Carol Hanley, manager of the Sciences Branch in the department's Division of Curriculum and Assessment Development. "Another district may decide to offer the content in traditional classes such as biology."

## Other features

With the revised program of studies, districts and schools will be able

to develop courses to address the specific needs of their students without a previously required step: applying to the Department of Education for a waiver for courses not in the program of studies.

"They will not have to follow a lengthy state-level approval process to offer new and different courses in elective areas," said Agnes Durbin, an administrative assistant for the Division of Curriculum and Assessment Development.

"Courses to be offered will be approved at the school and district levels."

Councils will have more flexibility working within the parameters of district policy, but with that flexibility will come added responsibility.

"This is where the decisions need to be made," said Durbin, "in the districts, the schools, the classrooms."

## Access to these tools

The program of studies can be viewed and downloaded from the Department of Education's Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)) under "What's New." One printed copy will be mailed to each district and school during August.

Selected implementation manual course models are being shared at summer regional workshops. The department will post these models on the Web as soon as possible and will send one complete, printed copy of the manual to each district and school during the fall.

## Other changes in the program of studies

**Before:** State approval was required prior to integrating courses, and those courses had to be taught by a team of teachers from the integrated areas.

**Now:** State approval is not required for integrated courses. The content of such courses must be designed by an appropriately certified teacher but can be delivered by other members of the teaching team.

**Before:** There was a maximum number of credits students could receive in certain elective areas, such as band, foreign languages and Junior ROTC.

**Now:** The district determines if there are to be limits on the number of credits a student can earn in any elective program area. The school council may provide guidance on the content of those electives.

**Before:** A state regulation limited students to only three credits for correspondence courses for high school graduation credit and only two in any calendar year.

**Now:** Districts develop their own correspondence course policy.

**Before:** A student could earn high school credit in Algebra I or a foreign language in 8th grade as long as certain stipulations were met: The teacher had to be certified to teach the class; the class content had to be the same as that of the high school course; and the student had to meet at least three of five specified criteria.

**Now:** The opportunity to earn high school credit is extended to 6th-, 7th- and 8th-grade students who have demonstrated mastery of the middle-level content as specified in the revised program of studies. Each district will develop its own policy, but the policy must specify that courses for high school credit have the same content defined in the program of studies for high school, outline criteria for making a reasonable determination that middle-level students are capable of success and stipulate that the instructor of any course for high school credit must have middle-level or high school certification within that content area.

**Before:** The program of studies included course descriptions and grade placements for various elective courses. Schools offering courses not in the program of studies had to apply for approval to teach those courses.

**Now:** Schools decide what elective courses they will offer and at what grade levels.

# Department clarifies comparisons of federal IDEA and Section 504

The May 1998 issue of *Kentucky Teacher* (Page 12) included a full-page chart comparing two federal laws pertaining to the education of students with disabilities and special needs. The chart's title was "The ABCs of IDEA and Section 504."

The process of simplifying complex federal terminology resulted in phrasing that could cause confusion. Definitions stated for "Persons Protected" could, if misinterpreted, cause school districts and schools to make incorrect decisions and fall out of compliance with federal mandates.

To clarify, *Kentucky Teacher* presents specific definitions of "persons protected" by IDEA (a federal appropriations law) and Section 504 (a federal civil rights law within the Rehabilitation Act of 1973):

- **IDEA** protects students ages 3 - 21 who have at least one of 13 disabilities: hearing impairment, visual impairment, deafness, blindness, mental disability, orthopedic or physical

disability or other health impairment; communication disorder, autism, specific learning disability, traumatic brain injury, developmental delay.

- **504** protects children and adults who (a) have a physical or mental impairment that substantially limits a major life activity; (b) have a record of such an impairment, or (c) are regarded as having such an impairment. (Note: B and C arise most often in employment and are rarely used by elementary and secondary student cases.)

The department has provided corrected charts to district special education coordinators. For additional information about these federal programs and their impact on public education, contact Mike Armstrong, director of exceptional children services, (502) 564-4970, [marmstro@kde.state.ky.us](mailto:marmstro@kde.state.ky.us); or Anne Moll, instructional strategies consultant, (502) 564-2672; [amoll@kde.state.ky.us](mailto:amoll@kde.state.ky.us).

## National Blue Ribbon Schools applications due Oct. 16

Public schools that include some combination of grades P-8 are eligible for recognition in this year's national Blue Ribbon Schools program, sponsored by the U.S. Department of Education. Applications are due by Oct. 16.

The Blue Ribbon Schools program annually recognizes schools that demonstrate a strong commitment to educational excellence for all students. This year's program will focus on elementary/middle level schools demonstrating exemplary practices in professional development.

The state Department of Education has mailed application packets to the superintendents of all eligible school districts for distribution to schools making the greatest strides in education reform. A panel of Kentucky educators and citizens will review all applications and select up to six for nomination to the U.S. Department of Education for national honors.

Elementary and secondary schools are eligible to participate in the program in alternate years. For 1997-98, the U.S. Department of Education awarded Blue Ribbon Schools status to 164 middle and high schools, including four in Kentucky: Assumption High in Jefferson County, Louisville Male High in Jefferson County, Sacred Heart Academy in Jefferson County; and South Oldham High, Oldham County.

The state Department of Education nominates public schools for national recognition. Private and parochial schools are selected by the Council for American Private Education in Maryland.

For more information about the Blue Ribbon Schools program, call Kay Anne Wilborn at (502) 564-3421 or (800) 533-5372; or e-mail [kwilborn@kde.state.ky.us](mailto:kwilborn@kde.state.ky.us). Details also are available on the Web at [www.ed.gov/offices/OERI/BlueRibbonSchools/](http://www.ed.gov/offices/OERI/BlueRibbonSchools/).

## Let school's plan lead the way

Top 10 ways teachers can use the school's plan for individual success

By Debbie McDonald  
Kentucky Department of Education

**F**or teachers, starting a new school year can be exciting but challenging as well. So much to accomplish; so little time!

One tactic for feeling less overwhelmed and more productive: Let your school's consolidated plan be your personal planning outline. The consolidated plan is the school's blueprint for aligning curriculum, instruction and assessment to improve student learning. Just as the plan outlines schoolwide goals, it provides a powerful tool each teacher can use to set individual teaching and professional development priorities.

How can you use your school's plan as your own? This "Teacher's Top 10 Checklist" can help.

1. Obtain a copy of the school's consolidated plan to keep in your classroom. Record in your lesson plan book the timelines for the year's key activities and strategies — especially those for which you are responsible. Ensure that the instructional strategies and goals identified in the school plan are reflected in your lesson plans. If local board policy permits, use the plan to document school and student needs when applying for grants and other outside resources.

2. Encourage your principal and school council to have an opening-of-school orientation meeting for all staff — especially those new to the school — to review the school's consolidated plan.

3. Ask the principal and school council how all faculty, staff, parents, community members and other stakeholders will receive progress reports on plan implementation.

4. Involve and inform students.



The consolidated plan is about student achievement, and achievement is more likely to occur if students understand their roles in accomplishing schoolwide goals.

5. Work through your school council to ensure that a district liaison reports to the school team periodically on how the district plan is being implemented and that a liaison from your school reports to the superintendent and school board on the status of school plan implementation.

6. Use the consolidated plan as a "leadership organizer" and catalyst for professional dialogue around student learning. In the most effective schools, all teachers are leaders.

7. Discuss progress with other faculty members, students, parents and the community. Let them know what you have planned and what accomplishments your school has made.

8. Think strategically. What must you "let go of" to focus on student results in the context of the consolidated plan?

9. Have high expectations for everyone in the school — adults and students. Accept only the best.

10. Stay in touch — and help others to stay in touch — with what the consolidated plan is about: communication and accomplishing more for student learning. This may be accomplished through staff meetings focused on plan implementation.

Information about consolidated planning is available on the Web ([kdeweb.kde.state.ky.us/consolidated](http://kdeweb.kde.state.ky.us/consolidated)) or from Debbie McDonald at (502) 564-2116 or [dmcdonal@kde.state.ky.us](mailto:dmcdonal@kde.state.ky.us).



# Students make school a fight-free zone

By Sharon Crouch Farmer  
Kentucky Department of Education

*Editor's Note: This story about successes at Paris Elementary School quotes Mary Salsman, who left the school at the end of the 1997-98 school year to accept the principalship of Peaks Mill Elementary in Franklin County.*

Principal Mary Salsman believed that behavior problems at Paris Elementary called for a multi-faceted program that could be woven into the very fabric of the existing school environment. Because such a program is now in place, Paris Elementary is no longer a typical elementary school; it's a "fight-free" zone.

Students in this Paris Independent school talk about peace rallies instead of pep rallies; banners bearing the school colors proclaim slogans of peace and understanding; and instead of a school fight song, everyone knows the words to the Paris Peace Song. At the beginning of each school year, Paris Peacemakers make bracelets that sport the school colors and bear the question "What would a Paris Peacemaker do?"

"One needs only to point to their wrist to remind someone to stop what they're doing, remember the school rules and return to appropriate behavior," said Salsman. "It's a nonverbal cue. We don't have to shout children down."

These are just a few of the activities written and developed by Salsman and her staff as part of the school's Peace Plan, which earned an Ohio Valley Educational Cooperative grant making the school a demonstration site for peace education in 1998-99. The plan, with leadership and participation of students guided by faculty and staff, uses seven "patterns" to weave a culture of peace into the fabric of the school environment.

## **Pattern 1: Acknowledging the Paris Peacemaker**

Students who choose not to fight, who find peaceful solutions to arguments or harassment, receive the Paris Peace Medal, which looks similar to an Olympic medal.

"We're very selective. Peace Medal recipients must meet certain criteria," explained Salsman. "They must have solved problems peacefully, have no [disciplinary] time-outs for a year and be recommended by a teacher." Peacemakers are named during a special rally each semester, and their names join those of Nobel Prize winners such as Martin Luther King and Mother Teresa of Calcutta in the Paris Peacemaker Gallery.

## **Pattern 2: The peace rally — a fight-free zone**

Each classroom, as well as the principal's office, designs a peace banner to be part of the schoolwide rally each semester. Students sing the Paris Peace Song, written by the school's staff, as they march into the gym with their banners. Students dressed as Nobel Prize winners talk about peace. Peacemaker Medal winners are recognized.

## **Pattern 3: Chill out**

The Chill Out Booth is a neutral area where students are asked to calm down and come up with solutions to problems. After completing a "time-out," a student goes to a large table to work on school projects and demonstrate good behavior. If behavior has not improved, the student returns to the Chill Out Booth. The process is repeated until the student is able to work constructively at the table. At that time, the student must develop a solution to restore peace and write the solution on a Band-Aid, symbolizing that a wound must be cleaned and bandaged. When a student is moved to the Chill Out Booth, the Peace Banner, which hangs in Salsman's office, comes down. After implementing the solution, the student meets with the principal to restore the peace banner to its original place.

If a student is sent to "chill out" more than three times in a month, the teacher writes a behavior modification plan to help the student correct the behavior.

"It is essential that this program be

implemented consistently and in an organized manner," Salsman advises. "One person operates the program to ensure continuity, but communication with the teacher, counselor and principal must be constant."

## **Pattern 4: Counseling**

This pattern works to break the cycle of violence, meet emotional needs and provide social training. Some of the students who visit the Chill Out Booth consistently require extra modeling or home visits to determine how to proceed.

## **Pattern 5: Snapshots of peace**

Each student will create a book about peace after the model of "Peace Is a Circle of Love" by Joan Walsh Anglund. Students will take pictures with disposable cameras and use the photos to illustrate stories about special moments of working together, sharing and doing random acts of kindness.

## **Pattern 6: Peace in the environment**

The goal of this pattern is to illustrate that peace is created through ac-

tion. When the school adopted an endangered species, students were asked to raise the \$30 needed for the year — and actually raised \$60, meaning they could adopt two animals. Students voted to adopt a cheetah and a gorilla.

## **Pattern 7: Conflict resolution**

This pattern provides students the skills to mediate their own problems and look for peaceful solutions and gives teachers the training they need to support peer mediation efforts.

For Salsman, these patterns, incorporated seamlessly into the overall attitude of the school, become part of what each child is.

"When we patiently, consistently and thoroughly teach behaviors, they stick," she says. "We live our peace program daily, we're not just reminded on special occasions, and we live it with every child."

For more information on Paris Peacemakers, phone Paris Elementary at (606) 987-2166.

## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)



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# School gets 'Character' award, but students are the winners

By Faun S. Fishback  
Kentucky Department of Education

**H**azelwood Elementary is a School of Character. An award from Business Week magazine proclaims it. Late in the 1997-98 school year, the magazine named Hazelwood one of only 10 Schools of Character in the nation.

The designation recognizes the Hazelwood faculty and staff for successfully integrating character education into the lives of their students. The key word here is "lives." Just seven years ago, the school was one of two chosen in Jefferson County to participate in the national Developmental Studies Center's pilot of the Child Development Project. Today, character education has become a part of the school's culture and a means to educate the whole child.

"We didn't get in it for the rewards," said Principal Brenda Logan. "We're just doing what is good for the children. We feel the academics won't come until children realize they have worth and can be successful."

Not all students come to Hazelwood equipped with that knowledge, Logan explained. Many students in the school's preschool through 5th-grade classes come from a nearby housing project. Nine out of 10 are eligible for free or reduced-cost lunches. The family pictures they draw often show only one parent.

Through the Child Development Project, students develop character skills in the classroom, and their families participate in events designed to take those skills beyond the school walls into the community. The project is focused on three core attributes: autonomy, belonging and competence.

**Autonomy** — Students learn self-discipline by setting up rules for their own class-

rooms. Teachers encourage students to work out problems among themselves. However, Logan said, students trying to settle disputes can always ask for help from other students or a teacher.

**Belonging** — Students get a sense of belonging through the caring, respect and trust that builds during classroom activities. Teachers start each day with meetings in which students talk about problems and get suggestions from others on how to make good choices. (See related story on this page.) Working on projects as partners gives students real opportunities to help and care for others.

**Competence** — Hazelwood's reading and social studies programs are supplemented with a Developmental Studies Center model that helps students make connections between what they are studying and their own experiences. Making these connections results in better behavior and competence plus academic achievement and success, Logan said.

## Families benefit

Family-night activities bring students' parents and siblings into the

caring school atmosphere. "Family Science Night" replaces the traditional science fair, bringing families to school to work together on projects, not just to view completed work. There are family reading, arts and crafts, and roller-skating activities throughout the year. Students take home assignments to complete with their families. Book give-aways encourage families to build libraries at home.

Day care is provided for parents in the school's GED program. Many of those parents remain at the school after their classes to help teachers or learn how to cook nutritious meals or operate a computer.

## Teachers benefit

After receiving intensive professional development at the project's beginning, teachers continue to get training in developmental discipline. The training makes teachers more confident when handling discipline problems. Because the program frequently pairs students from different classrooms, teachers have greater need and more opportunities to work together.

"This project has pulled us together

as a staff," Logan said. "All the different pieces of the project meshed beautifully. We now have a focused mission."

*Editor's note: Nearly 30 Jefferson County elementary schools use the Child Development Project program, a product of the Developmental Studies Center, a national, nonprofit organization that develops and evaluates education programs. For more information about Jefferson County's experiences with the program, call Sheila Koshewa at (502) 485-8854.*

## Meetings build community and reinforce learning

"We all sing with the same voice ... in harmony," Laura Ecken's primary students sing together at their morning meeting. Today's agenda: Everyone tells what was good or bad about the school year.

Students talk about how they like everybody working to get along, how they learned to resolve "rough spots" in a respectful way or how they now know acceptable ways to deal with someone who is trying to keep them from learning.

Applause breaks out as a student recalls how he took his younger sister home when neighbors pretending to be guests on television's Jerry Springer Show stopped being fun and turned violent. The smiles and recognition from his classmates reinforce his good decision.

Ecken commends the students on all the "good stuff" they are learning in class that they can use in life. A designated student gives the wish for the day: that this will be a good day in the computer lab; that everyone sits down, listens and "goes straight to work." The meeting ends with students cheering in unison, "Don't stop the learning!"



Photo by Rick McComb

Hazelwood student Howard Cobb takes his turn during the morning meeting in Laura Ecken's primary class. Morning meetings often have a set topic, but students are free to discuss with classmates anything that might keep them from learning that day and ask for help in resolving problems.



# Out of the Box THINKING 5

## Telelinking makes the impossible possible

The Central Kentucky School Media Association and its president, Scott County library media specialist Becky Chappell, wanted nationally recognized educator Kathy Schrock to speak at a spring conference. However, Schrock was involved in a technology project at her Massachusetts school district and couldn't travel to Kentucky for the event.

Instead of saying "maybe next time," Scott County High library media specialists Margaret Omlor and Margaret Roberts found an electronic way to bring Schrock's expertise to the conference. After experimenting with technology they'd used before — compressed video conferencing — they took a leap into telelinking. Schrock presented an interactive session via the Kentucky Telelinking Network (KTLN) from Massachusetts to library media specialists at several sites in Central Kentucky. By venturing beyond what they knew and were comfortable with, Chappell said, the organizers were able to have Schrock as a conference presenter.

(Note: Additional information about Schrock is included on Page 10 in a story highlighting the Scott County district's emphasis on Web site evaluation.)

## 'Art gallery' brings unexpected benefits

Looking at released items from previous state tests, Calloway County Middle School Principal Cloyd J. Bumgardner recognized that

students needed to be familiar with famous artists and their paintings — and with the artistic styles and historical periods those paintings represented. That recognition sparked the idea to turn the entire school into an art gallery.

Early last school year, with the school council's support, Bumgardner started ordering inexpensive art prints. A local frame shop, at a minimal charge, matted and framed them according to style and era. More than 30 prints now grace the school's hallways, and more are on the way.

At each grouping, computer-generated plaques relate the art to the history of each period.

Did the "art gallery" prepare students for the state test? Scores won't be available until November, but Bumgardner is already satisfied that the art has had a positive impact.

"It has humanized all of us," he said. "Students, teachers, staff and visitors stop to look at the paintings and talk about them. Discipline problems are down. There's a big difference in the way students react to each other. The hallways are quieter and calmer, and there is an atmosphere of mutual respect."

Bumgardner can share scores of examples to prove his points, but his favorite is this one:

"I heard two 8th-grade boys — special education students — talking with voices that sounded like there might be a problem," Bumgardner said. "When I moved closer, what I heard was the two of them debating who was the better artist, Georgia O'Keefe or Pablo Picasso. That's when I knew we had something special here."

## Students land at launch

When former Jessamine County Superintendent Lawrence Allen attended the Kentucky Education Technology Conference in Louisville last March, he watched student "cyber reporters" cover the event and publish their reports of conference happenings on the Internet. He also watched NASA representatives make a presentation to teachers. It didn't take long for Allen to make a link: Why not have student cyber reporters cover a NASA space shuttle launch?

Back home in Jessamine County, Allen called NASA and proposed the idea. At first he heard a long silence from the NASA official on the other end of the line. Finally the official responded: "Great idea. I'll see what we can do."

It took a series of calls and working with intermediaries, but four Jessamine County high school students and one adult education student traveled to Florida in late May and covered the launch, working with media credentials equal to those of reporters from CNN, ABC, NBC and CBS. Five students remained in Jessamine County to coordinate the launch reports via the local cable company, which installed a cable hook-up at the local library for a public viewing site, and the Kentucky Telelinking Network, which made the reports available to Kentucky schools.

Allen gave the students \$4,500 from his discretionary fund for the trip. Student Julie Veronesi, following Allen's example of thinking "out of the box," decided not to settle for a long car trip. She called airlines

and a hotel at Cocoa Beach, explained the student project and got special rates for their trip. She put together a travel package that cost less than \$4,000.

"What an experience!" Allen said. "They brought back some of the neatest footage of interviews they did with people at the launch. They hung out with the crew from CNN. They did their show for the whole community to see. It's a wonderful story!"

The students have produced two videos about their experience and what they learned. A video for elementary students is available for \$5; a video for middle and high school students is \$10. To order, contact Carol Utay at [cutay@jessamine.k12.ky.us](mailto:cutay@jessamine.k12.ky.us) or (606) 887-9502

## Rivals work together

Students at James A. Cawood High School (Harlan County) and Harlan High School (Harlan Independent) are usually rivals — in and out of the athletic arena. But out-of-the-box thinking by a group of citizens and teachers brought them together for a project to benefit the entire county, now and in the future.

Science teachers Clifford Slusher of Harlan and Paul Barnes and Kim Evans of Cawood plus 11 students from each school's advanced chemistry class became partners in the evaluation and remediation of water from the Crane's Creek watershed. Though the students had supported rival basketball teams a month before, they supported each other in teams of two for this project, sampling and testing water. They pre-



# Kentucky educators break from tradition to **CREATE** EXTRAORDINARY teaching and learning OPPORTUNITIES

sented a remediation plan to the Cumberland Association for Rural Development board of directors who, along with the Army Corps of Engineers and the Cumberland Valley District Health Department, supported the project.

Both students and teachers gave the project high ratings for the academic, "hands-on" and social experiences it provided. "It was a lesson in working with people outside of your daily circle and becoming partners in addressing issues that affect the future," said Barnes, Cawood physics teacher.

## Girls get technical

**W**hat's a language arts teacher doing heading up a camp where participants focus on computers and circuits? And where are the boys?

The teacher, Peggy Carwin of Turkey Foot Middle School in Kenton County, took on an old foe this summer: intimidation.

"These girls would come into class and face a computer with the same look on their faces that I know I had when I was their age and had to face math problems," she explained. "I saw them backing up from the equipment and letting the boys lead the way."

Carwin, with assistance from teacher Susan Morehead, took a giant step out of her academic comfort

area to improve the future for her female students and give them new comfort in nontraditional arenas. She put middle school girls in a girls-only class with a soldering iron and computer-assisted drafting software and circuit breakers.

In addition to working with computers and equipment, camp participants visited successful women in the community and toured businesses where various types of computers are used by women daily. The week-long camp was developed in partnership by Carwin (who also serves as School-to-Work coordinator), Northern Kentucky Technical School and the school district's extended school services program.

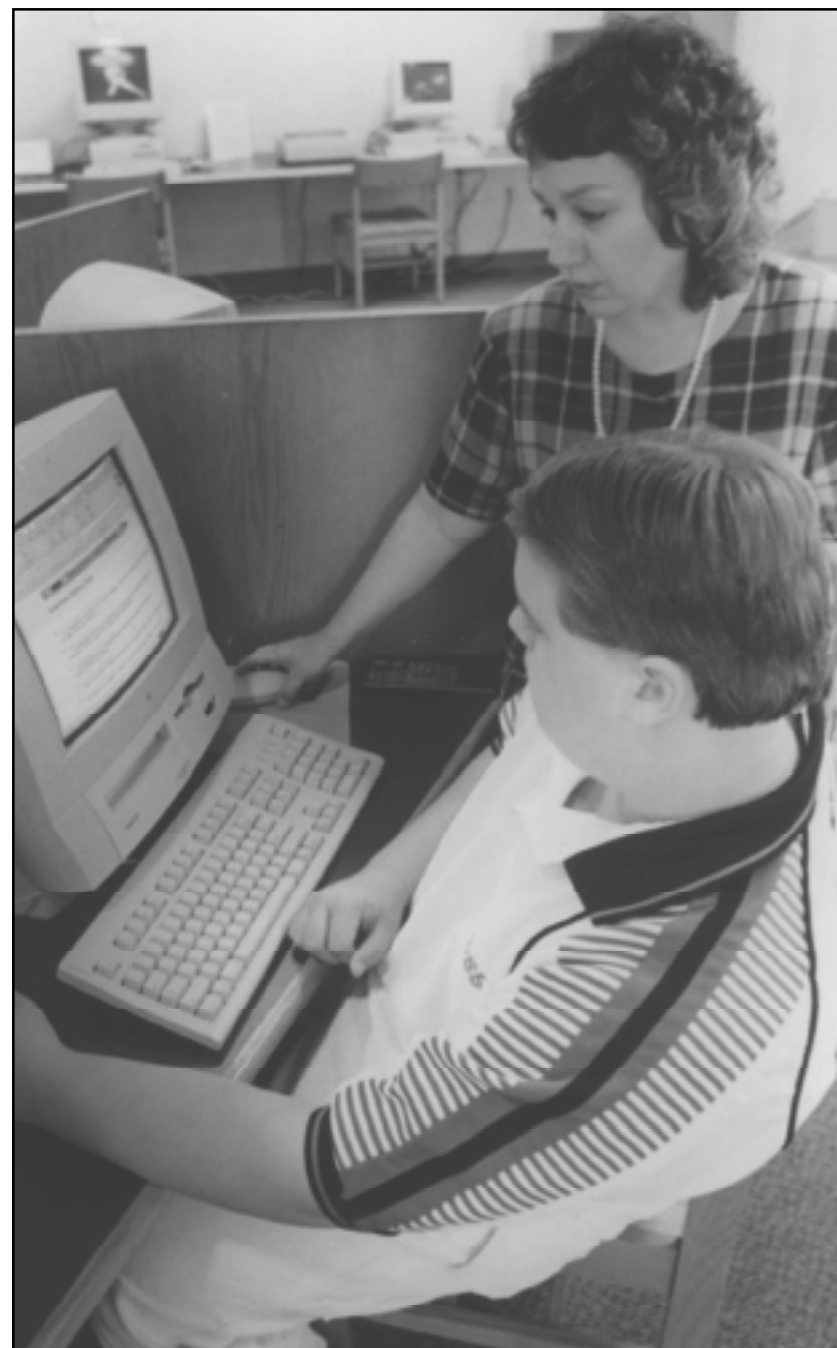
In another example of out-of-the-box thinking, the program included those "middle of the road" students so often ignored when special programs are developed. "Our students are not in gifted or honors programs; they don't qualify for special economic aids or assistance; they are regular girls from regular families who like to learn."

What do the girls think? Comments ranged from "I never thought I could do this" to "Now I think I want to be an engineer."

*Watch future issues of Kentucky Teacher for more details about these and other innovative approaches to teaching and learning.*

## What's your out-of-the-box idea?

You probably have a "crazy" idea for bringing innovation and excitement to teaching and learning. Why not follow up? Your idea just might work! When it does, share the news in *Kentucky Teacher*. Send information to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us) or call Fran Salyers at (502) 564-3421.



Scott County High School library media specialist Margaret Roberts helps student James Walking navigate Kathy Schrock's Web site, which she discovered during Schrock's telelink presentation to Central Kentucky educators last spring.

Photo by Rick McComb

# When is the Web a reliable resource?

By Faun S. Fishback  
Kentucky Department of Education

**S**urf the Internet!" has become the battle cry of students with research assignments. The World Wide Web is the '90s way of finding information.

But is information from the Internet reliable data that can be used in a research paper? That's the question library media specialists at Scott County High School and the adjacent 9th-Grade School challenge students to consider. Although a search of the Internet can produce unlimited information, some of it may not be worth the html language it's written in.

That's the warning from Margaret Omlor, Margaret Roberts and Becky Chappell. The three library media specialists are training Scott County students on acceptable Internet use practices and ethics, navigation of the information highway and, most recently, critical evaluation of Web sites.

Omlor, who works in the high school library, likens the World Wide Web to vanity publishing: anyone who knows how to publish information can do so, with nobody checking for accuracy.

"Students don't know to interpret the information on the screen," said Chappell, who manages the 9th-Grade library. "This is a new process in research skills. Internet research is different from looking something up in the encyclopedia."

Consider these Web postings:

- A listing on the Roaring '20s was written by a 10th-grade student.
- A listing on "Romeo and Juliet" was compiled by elementary students.
- A listing on the Titanic leads to revisionist stories from the recent award-winning movie.

Researchers need to be armed with skills to critically evaluate Web sites such as these before relying on them in research assignments, the three say. Kentucky's library media specialists can help teachers and students develop these skills.

"The library media specialist has to go beyond teaching the card cata-

log and how to check out a book," explained Chappell, who is president of the Central Kentucky School Media Association. "We offer services a lot of people don't know they need yet."

Scott County teachers are receptive to having the three specialists as resources for teaching students proper research skills, said Roberts, who is with the high school library media center.

"Knowing more about what's on the Web helps teachers make better research assignments and be more realistic about what they can expect from students," she said.



Photo by Rick McComb

**Christina Maupin and Josh Daniels use their Web research skills and the Internet to evaluate employment opportunities while Scott County High School library media specialist Margaret Roberts helps students find research materials in the school's book collection.**

## Evaluation is first step in Internet research

"As part of the skill of becoming information literate, students are going to have to recognize the triggers that differentiate high-quality information produced by reputable sources from information that may not be so reliable," says Kathy Schrock, a former library media specialist who has written a book on Web site evaluation. "As educators, we need to become familiar with the criteria involved in critically evaluating a Web site for authority, authenticity and, most importantly, applicability to purpose. In this way, we can help the students learn to recognize the good versus the bad, as well as sites that meet the purpose of their research project."

Schrock led a teleconference discussion on Web site evaluation at the Central Kentucky School Media Association's meeting last spring. Schrock's award-winning, teacher-focused Web site offers organized instructional information, including Web evaluation surveys for elementary, middle and high school levels.

Library media specialists at two Scott County schools offer pointers they gained from Schrock and their own explorations on the Internet. For research purposes, they advise, check Internet sites for these elements:

- date of latest information update
- author's qualifications
- author's e-mail address
- bibliography of author's research

Pay attention to Web addresses, said Margaret

Omlor of Scott County High. These designations are signals:

- .com is a commercial or entertainment site.
- .edu usually signals an education site (schools, universities, departments of education).
- .gov is a government agency site.
- .org designates organizations and associations.

Becky Chappell, from the 9th-Grade School, said it is often easier and quicker to look something up in books than on the Internet. She plans to teach a week-long lesson on Web research during a 9th-grade study skills unit this fall.

### For More Information . . .

- Margaret Omlor and Margaret Roberts, Scott County High School, (502) 863-4131, ext. 1292; [momlor@scott.k12.ky.us](mailto:momlor@scott.k12.ky.us); [mroberts@scott.k12.ky.us](mailto:mroberts@scott.k12.ky.us)
- Becky Chappell, 9th-Grade School, (502) 863-4635; [bchappell@scott.k12.ky.us](mailto:bchappell@scott.k12.ky.us)
- Kathy Schrock's award-winning Web site for teachers: [www.capecod.net/schrockguide/eval.htm](http://www.capecod.net/schrockguide/eval.htm)
- Web site on the Eisenberg/Berkowitz Big6 approach to library and information skills: [ericir.syr.edu/big6/overview/index.html](http://ericir.syr.edu/big6/overview/index.html)
- Web site posted by Fayette County Squires Elementary School to guide students through the Big6 approach to research projects: [www.fayette.k12.ky.us/pub/squ/library/research/big6.htm](http://www.fayette.k12.ky.us/pub/squ/library/research/big6.htm)



# Kentucky School for the Blind Expanded services meet student needs

By Sharon Crouch Farmer  
Kentucky Department of Education

**D**o you think resources or equipment for students with visual impairments are inaccessible, due either to location or local budgets? Think again.

A restructured Kentucky School for the Blind has increased outreach services to provide technical assistance — free of charge — to school districts statewide. Seven consultants in the school's Kentucky Instructional and Diagnostic Services (KIDS) program work with both special and general education teachers and visual-impairment specialists to find solutions to problems.

The service includes referral, consultation, assessment and help revising existing individual education plans based on the impact on learning.

"We can take that one step further and help the school and the student

find sources for tools and equipment," said KIDS consultant Cathy Johnson.

Some Kentucky school districts have visual-impairment specialists on staff; some contract for services. But in some areas, particularly rural Kentucky, there have been no such resources available until now.

"Special problems are created because it takes time and money to bring someone down here or go to the service," said Jackson County Schools Superintendent Ralph Hoskins.

Jackson County has an itinerant visual-impairment specialist, Gerald Abner, on contract to provide help. He works with the School for the Blind staff to ensure that students can use the technology they have to the greatest advantage for learning.

Brenda Rose, Jackson County's director of special education, has been impressed by the KIDS program, not only with the help given students but also by the work accomplished with

teachers.

"Special education teachers are generally apprehensive when dealing with a visually impaired child," Rose said. "Here, they brought a team together and made it work. I feel like I can pick up the phone anytime and call for help."

KIDS program consultants enter a school "by invitation only," said Johnson. "We respond to referrals from the school district, parent or other agencies, but we always contact the school district before making a visit."

They can establish connections that can mean the difference between success and failure for students with visual impairments. They also provide links to sources for grants, equipment and more.

Penny Thompson, Jackson County Middle School special education teacher, sums up the value of the KIDS program in a simple statement: "They

guide me to solutions for my students."

For more information about the services available, contact Linda Smith, Kentucky Instructional and Diagnostic Services, Kentucky School for the Blind, 1867 Frankfort Ave., Louisville, KY 40206; (502) 897-1583; [lsmith@ksb.k12.ky.us](mailto:lsmith@ksb.k12.ky.us).

House Bill 237, passed into law by the 1998 Kentucky General Assembly, confirms that the Kentucky School for the Blind and the Kentucky School for the Deaf are resource centers for schools statewide. Watch future issues of *Kentucky Teacher* for information about services provided by the Kentucky School for the Deaf.

## Leann makes the grade

She is a "straight-A" student and a member of the Beta Club. She enjoys reading and computers. In her first year at Jackson County Middle School, she moved quietly but confidently through the hallways crowded with older students.

What's so different about this picture? Just the fact that it is not different is the key. Leann Hillard has an underdeveloped optic nerve, causing severe visual impairments with both far and near sight.

"When she moved from a private elementary school to Jackson Middle this fall (1997), we had a lot of concerns," said the school's special education teacher Penny Thompson. "There were the normal concerns about her being able to read and participate academically and socially, but also about whether she'd be able to navigate the hallways during class changes."

The district's part-time visual-impairment specialist, Gerald Abner, and school aide Nikki Crowe have watched the petite

6th-grader move into her own during the last year with help from the Kentucky School for the Blind.

Abner, who initially was brought in to help Leann learn Braille, introduced her to computer technology — recommended

through assessment by the KIDS program — that uses special software to access a screen image.

Crowe, who began the year walking around school with Leann and seating her in the front of each classroom, ended the year by just checking in with her a few times a day.

Through the partnership between the KIDS program and Jackson County Schools, Leann's life has changed dramatically. After a clinical low-vision evaluation, she was prescribed special glasses so she could read aloud in class, other lenses for general activities, and a monocular for reading from a distance. A special magnifier for small print has been especially useful for mathematics problems.

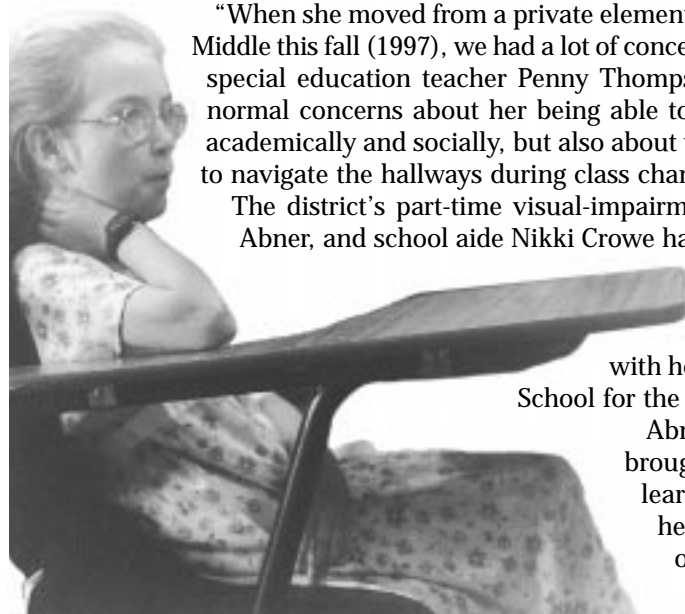
"She has become more independent. She can read almost anything; she can sit in the back of the room if she wants to and still be able to read what's on the board," Crowe said.

Principal Gene Lake says that having access to the Kentucky School for the Blind has benefited everyone.

"With our budget and location, we would not be able to acquire or sustain the kind of help Leann has had without the KIDS program. The rewards of the partnership have been great."

In class, Leann is all smiles as she changes into her reading lenses. She's just been asked to read the part of the princess in a class play.

For more examples of how Jackson County Public Schools benefits from KIDS, call Brenda Rose, the district's director of special education, at (606) 287-7181.



# Governor announces campaign to reinforce that 'Education Pays'

**K**entuckians will soon see a new symbol on everything from state government letterhead to private industry mailings. The symbol, a graduate with diploma raised in victory over a backdrop of an outline of the state, delivers the message that "Education Pays."

Gov. Paul Patton unveiled the trademarked symbol and the message on July 15 at news conferences in Louisville and Lexington.

"Virtually all people want a better life for their children, and we must convince the undereducated parents of the commonwealth that a better life for their children lies with education. If it is important to the parents, it will be important to the children," Patton said. "We have to elevate the awareness of the value of learning and motivate people to get an education. With constant exposure to a consistent message, we can convince people that education pays."

The Education Pays symbol will appear on highway signs on Kentucky interstate and secondary roads at ports



of entry around the state. The first signs went up on Interstates 64 and 65 in Jefferson County. Dozens more were scheduled for installation

throughout the state by the end of July. Patton said he would devote all possible resources to drive home the message, particularly during August as a

new school year begins.

State government plans to spread the message by printing the Education Pays symbol on letterheads, maps and other printed pieces. The Kentucky Chamber of Commerce and Columbia Gas are among businesses and organizations planning to incorporate the symbol into their newsletters, billing statements and other items. The Prichard Committee for Academic Excellence and the Partnership for Kentucky Schools, the Kentucky Press Association, Kentucky Broadcasters Association and Kentucky Cable Television Association have endorsed the campaign, which will include broadcast and print public service announcements.

Patton noted that Kentucky is becoming known for its leadership in education. He will spend the next year as chairman of the Education Commission of the States, focusing national attention on postsecondary education and changes that must be made to meet the needs of students in the 21st century.

## ***CATS committees need you!***

Wanted: Persons to serve for a maximum of three years on committees for the new Commonwealth Accountability Testing System (CATS) test.

- Teachers of all grade levels, school and district administrators, and university faculty members are needed for committees in arts and humanities, reading, mathematics, science, social studies and practical living/vocational studies. These committees help develop and select open-response and multiple-choice items for the CATS test.

- Teachers, school and district administrators, university faculty, parents and community members are needed to serve on the Bias Review Committee, which reviews test items to ensure that they are fair and equitable to all students.

Committee members are selected using Kentucky Department of Education guidelines for ethnic, gender and geographic balance of representation. Members are reimbursed for expenses related to committee participation. Stipends or fees for substitutes are paid as appropriate.

To request an application, phone (502) 564-2106, fax (502) 564-9848, or e-mail [rsims@kde.state.ky.us](mailto:rsims@kde.state.ky.us). The application is also available on the Department of Education Web site at [www.kde.state.ky.us](http://www.kde.state.ky.us). The department must receive completed applications by Sept. 1.

## ***Volunteers can help with school reading programs***

Kentucky's Retired and Senior Volunteer Program, partially funded with

federal dollars by the Corporation for National Service in support of America Reads, can provide volunteers to serve as reading tutors in some school districts.

To find out if this program is available to your school district, phone the organization's president, Judy Cederholm, at (502) 737-0669, or send an e-mail message to [ckrsvp@kvnet.org](mailto:ckrsvp@kvnet.org). Cederholm is also available to help all schools expand local involvement of senior volunteers.

## **Nominate your school project for environmental awards**

Attention, classes, schools or districts with projects to protect Kentucky's environment or its natu-

ral resources: The Kentucky Natural Resources and Environmental Protection Cabinet is accepting nominations for the Governor's Environmental Excellence Awards. Nominations must be submitted by Sept. 18 on an official form.

Individuals, businesses and organizations may nominate themselves or others for projects undertaken in Kentucky. Awards are given in 10 categories: Forestry, Mining Reclamation (Eastern Kentucky), Mining Reclamation (Western Kentucky), Leadership in Pollution Prevention, Environmental Education, Energy Conservation, Soil Conservation, Community Environmental Leadership, Industrial Environmental Leadership and Heritage Land Conservation.

Criteria and nomination forms are available from Veda Aldridge at (502) 564-7320. A 500-word activity summary describing the nominee's environmental achievements must accompany the form.



## Math training includes two new programs

Mathematics professional development opportunities from the Kentucky Department of Education for 1998-99 include two new program components: the Math Information Network and Improving Student Performance in Mathematics. Educators interested in participating in either component can get details from Sheila Vice at (502) 564-9855 or [svice@kde.state.ky.us](mailto:svice@kde.state.ky.us).

### Information network

This new network will include one "mathematics leader" from each school, replacing the mathematics cluster leaders. Ideally, each leader will have experience with standards-based assessment, understanding of core content and national standards, and an interest in continuing professional development and improving mathematics.

Mathematics leaders will attend a one-day training session in September and another in the spring.

### Improving Student performance in Math

A limited number of schools will participate by implementing standards-based instructional activities and assessment tasks into

their curriculum and committing to a series of mathematics professional development activities.

This year, a team of two to four teachers from each participating school will be invited to a training conference in October. Each team will determine the school's mathematics program improvement needs. Those schools will be entitled to at least three site visits from regional mathematics resource teachers for professional activities geared to meeting those needs.

The department will continue the Mathematics Advisory Committee to assist with development and review of professional development programs and serve as a liaison between professional organizations and the department.

### Update on mathematics portfolios

Mathematics portfolios are not required for state assessment, but each district or school has the option to require some portfolio pieces. The Kentucky Department of Education and the Mathematics Resource Teachers in each region will assist those schools interested

in continuing development of mathematics portfolios. Scores can be submitted for the "School Report Card." A scoring guide, sample tasks and anchor papers will be available at the Math Information Network workshops in September.

## Get school council facts instantly by e-mail

The Department of Education now makes school-based decision making information instantly available 24 hours a day by e-mail. A new "tip-back" system provides access to more than 25 documents covering everything from budgets to by-laws to council elections and functions.

To use the system, address an e-mail message to [cmeadows@kde.state.ky.us](mailto:cmeadows@kde.state.ky.us) and type *SBDM Topics* in the "subject" line. Return e-mail delivers a list of

available documents, each with a code number. To request a document, send e-mail to the same address with the correct code typed in the "subject" line. Codes must appear *exactly* as they appear in the index.

For more information or assistance with this new system, contact Cheri Meadows in the Division of School-based Decision Making at (502) 564-4201 or [cmeadows@kde.state.ky.us](mailto:cmeadows@kde.state.ky.us).

## Technology presentations available on audio tape

Did you miss the Kentucky Education Technology Conference in March 1998? Fifteen conference presentations by nationally recognized education technology experts and experienced Kentucky educators are now available on audio tape.

1. Keynote: Creating a New Culture of Teaching and Learning — Alan November (\$8)

2. A Regional Professional Development Sampler — panel presentation (\$12)

3. Tools and Techniques for Collaborative Learning Across the Internet — Bill Burrall (\$12)

4. Guiding Students Through Senior Projects — Duane Duxbury (\$8)

5. Learning to the Beat: The Musical/Rhythmic Intelligence — Carolyn Chapman (\$8)

6. Effective Models of Professional Development — Tom Guskey, Tom Corcoran (\$12)

7. Learning to Motion: The Bodily/Kinesthetic Intelligence — Carolyn Chapman (\$8)

8. Winning Research Proposals in Education Technology — Research Session (\$12)

9. Projects on the Internet: Where Are They? — Marianne Handler (\$8)

10. Project-Based Learning in a Multimedia Classroom — Fred D'Ignazio (\$8)

11. Transferring Technology to Education Using Strategies Appropriate to Multiple Intelligences — Norma Garnett (\$8)

12. Student Researchers Use Primary Sources to Create Digital Reports — Fred D'Ignazio (\$8)

13. Building Technology Staff Development Programs That Work — Jim Beeler (\$8)

14. The Role of School-Based Technology Coordinators as Change Agents and Staff Developers: What Have We Learned? — Neal Strudler (\$8)

15. Academic Villages: Building Virtual Communities in Distributed Environments — Hilarie Davis (\$12)

Order individual tapes by number and title; add \$1 per tape up to a maximum of \$4 for postage. The complete set of 15 tapes is available for \$125 plus \$4 for postage. Please supply a tax exempt number or add 6 percent Kentucky sales tax (Kentucky residents only).

Also available are 1997 technology conference presentations by nationally recognized multiple intelligences expert Tom Armstrong. On two tapes, "Seven Kinds of Smart" and "Seven Kinds of Teaching," Armstrong illustrates practical ways to use the theory of multiple intelligences in the classroom. The two-tape set costs \$16 plus \$2 for postage.

To order, send a check or purchase order to Kentucky Sound, 809 Glenbarr Place, Louisville, KY 40243. For details, phone (502) 245-3628 or e-mail [KYSound@aol.com](mailto:KYSound@aol.com). Orders billable to a school system or purchase order number may also be submitted by e-mail.

Mark your calendars now for next year's Kentucky Education Technology Conference, scheduled for March 4-7 in Louisville. For conference information, check the Web at [www.kde.state.ky.us/ketc99/](http://www.kde.state.ky.us/ketc99/), or e-mail Lydia Wells Sledge at [lsledge@kde.state.ky.us](mailto:lsledge@kde.state.ky.us).

# CATS testing

Continued from Page 1

subcommittee on CATS.

As progress is being made on the development of CATS, the Kentucky Department of Education has redesigned its organization to provide a more supportive, assertive role to schools and districts. In July, a reorganization in the regional service centers occurred to provide more local access to consultants in the content areas, de-emphasize the centers' regulatory roles and put a renewed emphasis on professional development and minority educator recruitment. School safety and dropout prevention programs also will receive additional support.

Robyn K. Oatley, director of the department's new community relations division, conducted summer meetings in the service center regions to keep administrators and teachers up to date on the development of CATS. Portions of each meeting were devoted to discussing the development of the new testing system and gaining feedback from educators on testing, accountability and how the department can more fully support teachers and schools.

To have your comments on the CATS program forwarded to decision makers, contact Oatley at (502) 564-3421 or by e-mail at [roatley@kde.state.ky.us](mailto:roatley@kde.state.ky.us). Information about CATS is updated on the department's Web site at [www.kde.state.ky.us](http://www.kde.state.ky.us).

## Governor appoints three to state board

Gov. Paul Patton has appointed three new members to the Kentucky Board of Education, replacing three members whose terms expired.

- R. Keith Travis of Benton replaces Margaret Pope of Paducah.
- Lydia Carol Gabbard of Richmond replaces Joseph W. Kelly of Georgetown.
- Bill Weinberg of Hindman re-

places Thomas E. Gish of Thornton.

The governor reappointed four board members: Jane A. Venters of Somerset, Laken Cosby of Louisville, Craig True of Fort Thomas and Helen Mountjoy of Utica. Mountjoy has been elected the board's chairwoman. The terms of all seven new and reappointed members will expire April 14, 2002.

Continuing to serve are at-large representatives Alcie Ann Combs of Pikeville, Jeffrey C. Mando of Covington, Samuel Robinson of Louisville and Martha Dell Sanders of Frankfort. Their terms will expire April 14, 2000.

Gordon K. Davies continues as ex officio member representing the Council on Postsecondary Education.

## Kentucky launches effort to boost minority leadership in schools

The Kentucky Department of Education, Western Kentucky University and the Kentucky Alliance of Black School Educators are collaborating to increase the number of minority candidates for school administration positions.

This new program provides tuition and offers courses — some via distance learning and the Kentucky Telelinking Network — during the summer and on evenings and weekends during the school year to accelerate completion of administrator certification requirements. The program began in June with 12 minority teachers. When the 12 earn principal certification at the end of next summer, another group will enter the program.

"This program ... will increase the pool of qualified (principal) candidates significantly over the next few years," said Education Commissioner Wilmer Cody. "We also need to continue exploring ways to ensure that qualified minority applicants receive full and fair consideration at the local level."

Under Kentucky law, locally elected school boards hire superintendents and elected school councils select principals.

For more information, contact Kathryn

K. Wallace, director of the department's Division of Minority Educator Recruitment and Retention, at (502)573-4606 or [kwallace@kde.state.ky.us](mailto:kwallace@kde.state.ky.us).

## Agency communication now under new leadership

An award-winning journalist and a career educator have accepted leadership roles in the Department of Education's communication efforts.

Hunt Helm is the department's new associate commissioner of communications. During 20 years as a reporter and supervising editor for the Louisville Courier-Journal, he won national awards for investigative and business/consumer reporting. In 1988 he was a team leader and chief writer in reporting that won the staff a Pulitzer Prize for coverage of the tragic Carrollton bus crash.

Helm, who holds a bachelor's degree from Yale University and a

master's degree from Indiana University, joined the department May 26. His duties include overseeing media relations, video production, graphics and publications for internal and external audiences.

Career educator Robyn Oatley is a new division director in the communications office. Her priority is to improve two-way communication between the department's assessment and accountability system and Kentucky educators. She also will work to help the public understand the state's new Commonwealth Accountability Testing System.

Oatley, who holds degrees from Eastern Kentucky University, is the former associate director of student and program assessment for the Fayette County school district.

Contact them by phone at (502) 564-3421; by mail at 19th Floor Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; and by e-mail at [hhelm@kde.state.ky.us](mailto:hhelm@kde.state.ky.us) and [roatley@kde.state.ky.us](mailto:roatley@kde.state.ky.us).



**AT THE HEART OF LEARNING —** Ebony Harper was one of the students attending Hazelwood elementary last spring, when the school's character education program won national recognition. See story on Page 7.

Photo by Rick McComb



# THE Bulletin Board

By Lisa York Gross  
Kentucky Department of Education

## Early Childhood Activities

### Conference

The Early Childhood Regional Conference is set for Sept. 25 at the Holiday Inn North in Lexington, with a site visit to the Anderson County Early Childhood Regional Training Center in Lawrenceburg. For details, call (502) 839-2513.

### Training Network

Five early childhood regional training centers provide workshops, conferences, consultation and lending libraries for all preschool and entry-primary teachers in Kentucky. Among the topics are curriculum, assessment, learning centers and themes, social skill development and adaptations for special needs. For details, contact centers based in these communities:

Anderson County — Jane Ellen Myers, (502) 839-2513

Ashland — Lisa Henson and Sheila Reider, (606) 327-2772

Berea — Karen Chapman, (606) 986-1929

Calloway County — Nancy Lovett, (502) 759-9331

Simpson County — Bill Porter, (502) 586-2008

### Preschool Resource Rooms

The Kentucky Preschool Resource Classroom Network is a group of more than 130 preschool teachers who have met high standards for classroom operation. The network provides opportunities for teacher-to-teacher contact through on-site visits and observations. For details, contact your district's preschool coordinator or Barbara Singleton, 16th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-7056; [bsinglet@kde.state.ky.us](mailto:bsinglet@kde.state.ky.us). Also check the Department of Education Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)) under "Instructional Programs."

## Social Studies Conference Set

The Kentucky Council for the Social Studies will hold its annual fall conference Sept. 17 and 18 at the Radisson Hotel in Lexington. Topics include Kentucky's revised Program of Studies and its implications for social studies curriculum from primary through grade 12, developments in Kentucky's assessment program and workshops on content area writing pieces.

CONTACT: Nancy Gilligan, Fayette County Schools, 701 East Main St., Lexington, KY 40502; (606) 281-0225; [ngilligan@Fayette.k12.ky.us](mailto:ngilligan@Fayette.k12.ky.us)

## Title IX Conference Scheduled

The Kentucky Department of Education, the Kentucky School Boards Association and the Kentucky High School Athletic Association will co-sponsor a Title IX awareness and orientation conference Sept. 8 in Bowling Green and Sept. 9 in Lexington. "Academics, Athletics and Gender Equity" is designed to provide information to school and district personnel as they come into compliance with the federal law. Participants will work on their own school or district plans for compliance. School administrators, teachers, assessment coordinators, school board members, school council members, parents, athletic staff and others are encouraged to represent their schools or districts in teams of three to five members.

CONTACTS: Tricia Kerr, Kentucky Department of Education, (502) 564-3678, [tkerr@kde.state.ky.us](mailto:tkerr@kde.state.ky.us); Brigid DeVries, Kentucky High School Athletic Association, (606) 299-5472; Dara Bass, Kentucky School Boards Association, (502) 695-4630, [dbass@mail.state.ky.us](mailto:dbass@mail.state.ky.us)

## Teachers' Ideas Wanted

The Kentucky Resource Center for Heritage Education is seeking teachers' ideas for the next two issues of "Kentucky Connections: Teaching With History and Heritage." The theme for the 1999 issue will be "Science, Technology, Invention in History: Impact, Influence, Change." In the year 2000, the issue will feature "Turning Points in History: People, Ideas, Events." The center encourages teachers to submit suggestions for relating the themes to Kentucky history and places.

To get a free copy of the center's 1998 issue of "Kentucky Connections" featuring teacher-written articles on the theme "Migration in History," send a request on school letterhead to the address below.

The Resource Center for Heritage Education is a partnership of the Kentucky Heritage Council and the Kentucky Historical Society.

CONTACT: Betty Kelly Fugate, Resource Center for Heritage Education, Kentucky Historical Society, PO Box 1792, Frankfort, KY 40602; (502) 564-0472; [betty.fugate@mail.state.ky.us](mailto:betty.fugate@mail.state.ky.us)

## Character Education Strategies Available Online

Teachers seeking ways to incorporate character education into their teaching might find what they're looking for in *Character Education Teaching Strategies*, a document accessible from the Department of Education's homepage on the World Wide Web. The document contains instructional tools for teachers to use with the existing curriculum to blend in character education. Parents also may find it useful.

For access, go to the department's homepage at [www.kde.state.ky.us](http://www.kde.state.ky.us), click on "Management & Support Services," then "Federal Programs," then "Character Education."

CONTACT: Rhonda Bailey, 8th Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-3791; [rbailey@kde.state.ky.us](mailto:rbailey@kde.state.ky.us)

## Remember KETC!

Mark your calendars now and watch future issues of *Kentucky Teacher* for more details on KETC '99 — the Kentucky Education Technology Conference — scheduled for March 4-7 in Louisville.

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# Kentucky Teacher

AUGUST 1998

## In this issue...

New testing system: a status report .....	1
New "Forum" for teachers .....	2
Revised program of studies .....	3
Teachers and consolidated planning .....	5
School culture:	
Paris Peacemakers .....	6
Hazelwood: School of Character .....	7
Out-of-the-box ideas .....	8
Evaluating the Web .....	10
New services from School for the Blind .....	11
Education Pays! .....	12
News and opportunities .....	13-15

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# Kentucky Teacher

News for the Nation's Most Innovative Educators

AUGUST 1998



Photo by Rick McComb

**TIME AT HAND** — Candice Blair, a student at Brownsville Elementary School in Edmonson County, completes an exercise on telling time.

**The** Department of Education starts the year with a renewed commitment to improve services to teachers and do a better job of including teachers in decision making. ... The department is reorganizing in ways that will make instructional support and information more accessible to teachers."

**Commissioner Wilmer Cody**

See Page 2

Kentucky Department of Education

Wilmer S. Cody, Commissioner